

West Lee Elementary

55 West Lee School Road
Rembert, SC 29128

Grades	PK-6 Elementary School	
Enrollment	206 Students	
Principal	Sharon Griggs	803-428-3147
Superintendent	Dr. Lloyd Hunter	803-484-5327
Board Chair	Deloris Wright	803 437 2089

The State of South Carolina

Annual School
Report Card

2005

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	7	49	74	15

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2002	Average	Good	N/A
2003	Average	Average	No
2004	Below Average	Average	Yes
2005	Below Average	Below Average	Yes

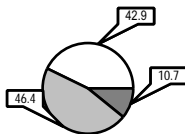
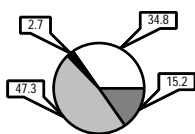
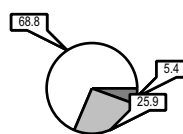
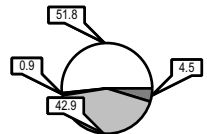
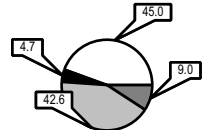
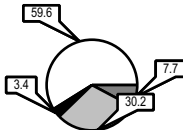
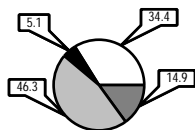
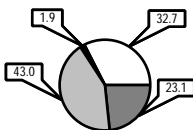
DEFINITIONS OF SCHOOL RATING TERMS





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2004–05 whose 2003–04 test scores were located.

94.2%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	118	100.0	42.9	46.4	10.7	0.0	20.5	Yes	Yes
Gender									
Male	65	100.0	51.6	43.5	4.8	0.0	14.5		
Female	53	100.0	32.0	50.0	18.0	0.0	28.0		
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	109	100.0	44.2	44.2	11.5	0.0	20.2	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	97	100.0	40.2	47.8	12.0	0.0	22.8		
Disabled	21	100.0	55.0	40.0	5.0	0.0	10.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	118	100.0	42.9	46.4	10.7	0.0	20.5		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	115	100.0	44.0	45.0	11.0	0.0	20.2		
Socio-Economic Status									
Subsidized meals	109	100.0	43.7	46.6	9.7	0.0	18.4	Yes	Yes
Full-pay meals	9	100.0	I/S	I/S	I/S	I/S	I/S		

Mathematics – State Performance Objective = 36.7%									
All Students	118	100.0	34.8	47.3	15.2	2.7	29.5	Yes	Yes
Gender									
Male	65	100.0	25.8	59.7	14.5	0.0	30.6		
Female	53	100.0	46.0	32.0	16.0	6.0	28.0		
Racial/Ethnic Group									
White	5	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
African American	109	100.0	35.6	45.2	16.3	2.9	31.7	Yes	Yes
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	97	100.0	30.4	50.0	16.3	3.3	31.5		
Disabled	21	100.0	55.0	35.0	10.0	0.0	20.0	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-Migrant	118	100.0	34.8	47.3	15.2	2.7	29.5		
English Proficiency									
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	115	100.0	35.8	45.9	15.6	2.8	30.3		
Socio-Economic Status									
Subsidized meals	109	100.0	35.9	45.6	15.5	2.9	29.1	Yes	Yes
Full-pay meals	9	100.0	I/S	I/S	I/S	I/S	I/S		

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	118	100.0	68.8	25.9	5.4	0.0	5.4
Gender							
Male	65	100.0	69.4	29.0	1.6	0.0	1.6
Female	53	100.0	68.0	22.0	10.0	0.0	10.0
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	109	100.0	70.2	24.0	5.8	0.0	5.8
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	97	100.0	66.3	27.2	6.5	0.0	6.5
Disabled	21	100.0	80.0	20.0	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	118	100.0	68.8	25.9	5.4	0.0	5.4
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	115	100.0	69.7	24.8	5.5	0.0	5.5
Socio-Economic Status							
Subsidized meals	109	100.0	68.9	25.2	5.8	0.0	5.8
Full-pay meals	9	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	118	100.0	51.8	42.9	4.5	0.9	5.4
Gender							
Male	65	100.0	43.5	51.6	4.8	0.0	4.8
Female	53	100.0	62.0	32.0	4.0	2.0	6.0
Racial/Ethnic Group							
White	5	100.0	I/S	I/S	I/S	I/S	I/S
African American	109	100.0	52.9	42.3	3.8	1.0	4.8
Asian/Pacific Islander	1	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	3	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	97	100.0	50.0	44.6	4.3	1.1	5.4
Disabled	21	100.0	60.0	35.0	5.0	0.0	5.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	118	100.0	51.8	42.9	4.5	0.9	5.4
English Proficiency							
Limited English Proficient	3	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	115	100.0	52.3	42.2	4.6	0.9	5.5
Socio-Economic Status							
Subsidized meals	109	100.0	52.4	41.7	4.9	1.0	5.8
Full-pay meals	9	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2004	3	26	100.0	38.5	38.5	23.1	N/A	23.1
	4	23	100.0	52.2	47.8	N/A	N/A	N/A
	5	31	96.8	50.0	43.3	6.7	N/A	6.7
	6	32	100.0	28.1	40.6	25.0	6.3	31.3
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	27	100.0	19.2	61.5	19.2	0.0	19.2
	4	34	100.0	42.4	42.4	15.2	0.0	15.2
	5	28	100.0	50.0	50.0	0.0	0.0	0.0
	6	29	100.0	59.3	33.3	7.4	0.0	7.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2004	3	26	100.0	26.9	69.2	3.8	N/A	3.8
	4	23	100.0	43.5	39.1	17.4	N/A	17.4
	5	31	96.8	50.0	36.7	10.0	3.3	13.3
	6	32	100.0	31.3	34.4	25.0	9.4	34.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2005	3	27	100.0	26.9	65.4	7.7	0.0	7.7
	4	34	100.0	51.5	30.3	18.2	0.0	18.2
	5	28	100.0	42.3	57.7	0.0	0.0	0.0
	6	29	100.0	14.8	40.7	33.3	11.1	44.4
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	27	100.0	61.5	30.8	7.7	0.0	7.7
	4	34	100.0	72.7	24.2	3.0	0.0	3.0
	5	28	100.0	80.8	19.2	0.0	0.0	0.0
	6	29	100.0	59.3	29.6	11.1	0.0	11.1
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2004	3							
	4							
	5							
	6							
	7							
	8							
2005	3	27	100.0	38.5	53.8	7.7	0.0	7.7
	4	34	100.0	45.5	48.5	6.1	0.0	6.1
	5	28	100.0	76.9	19.2	3.8	0.0	3.8
	6	29	100.0	48.1	48.1	0.0	3.7	3.7
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 206)				
First graders who attended full-day kindergarten	100.0%	Up from 80.6%	100.0%	100.0%
Retention rate	7.4%	Down from 11.1%	3.9%	3.0%
Attendance rate	96.9%	Up from 96.5%	96.0%	96.3%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.7%	Up from 0.0%	5.7%	3.7%
Students with disabilities other than speech taking PACT (Math) off grade level	0.9%	Up from 0.0%	5.0%	3.2%
Eligible for gifted and talented	0.0%	Down from 0.8%	4.9%	12.0%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.9%	Up from 3.8%	8.0%	8.2%
Older than usual for grade	2.9%	Up from 2.4%	1.7%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.5%	Up from 1.0%	0.0%	0.0%
Teachers (n= 19)				
Teachers with advanced degrees	73.7%	Up from 70.6%	50.0%	52.6%
Continuing contract teachers	94.7%	Down from 100.0%	76.0%	83.3%
Highly qualified teachers	100.0%	Up from 93.8%	92.3%	93.5%
Teachers with emergency or provisional certificates	0.0%	No change	2.6%	0.0%
Teachers returning from previous year	78.6%	Up from 73.7%	83.3%	87.0%
Teacher attendance rate	95.3%	Up from 95.0%	94.9%	95.0%
Average teacher salary	\$38,780	Up 1.1%	\$40,366	\$41,703
Prof. development days/teacher	15.8 days	Up from 15.6 days	13.8 days	12.8 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	14.8 to 1	Down from 15.8 to 1	16.6 to 1	18.8 to 1
Prime instructional time	87.5%	Up from 86.7%	88.9%	89.8%
Dollars spent per pupil*	\$8,090	Down 11.6%	\$7,363	\$6,242
Percent of expenditures for teacher salaries*	45.6%	Down from 65.8%	63.0%	65.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	68.2%	Down from 84.7%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	No change	Good	Good
* Prior year audited financial data are reported.				
	Our District		State	
Highly qualified teachers in low poverty schools	N/A		89.4%	
Highly qualified teachers in high poverty schools	88.0%		90.1%	
	State Objective		Met State Objective	
Highly qualified teachers in this school	65.0%		Yes	
Student attendance in this school	95.3%		Yes	

Abbreviations for Missing Data

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REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The mission of West Lee Elementary School is to provide a safe, nurturing environment in which all students are challenged to meet high academic standards. The faculty and staff will work collaboratively with parents and the community to develop responsible, productive citizens of strong character. We believe that all students can learn and achieve academic success. We believe that education is a partnership among the students, the home, the school, and the community. We believe that learning and education are lifelong processes. We believe that the family is the child's first and most important teacher. We believe that all individuals have unique abilities, interests, talents, and skills through which they can learn.

This has been a good year at West Lee Elementary School. The year was full of challenges and successes. The continuous hard work and commitment of the teachers toward ongoing improvement of student achievement was evident. We have a very dedicated, energetic, and hard-working staff whose number one goal is academic excellence. All students were provided an appropriate curriculum that related to their needs, learning styles and interests. Students learned in a physical and social environment that was safe, secure, healthful and conducive to learning.

All academic programs at West Lee Elementary School are student-centered and research-based to ensure a quality education. We have continued to implement our South Carolina Reading First Grant. As participants in this grant, Pre K-3rd grade teachers are involved in professional study groups, exploring strategies to increase student reading skills. The teachers have received professional development training in the National Reading Panel's five components of reading and a classroom-based reading assessment that measures individual progress throughout the year. In addition, the grant funds our Early Literacy Coach and our Reading Recovery Interventionist.

Wendy Charles was selected as our teacher of the year. She represents all of our teachers who are well-trained and who skillfully use the South Carolina State Standards as a guide for planning as they meet the individual needs of every child. They share a great deal of knowledge that is imparted across grades Pre K-6.

We feel that parents are vital to our success and encourage you to be an active participant in your child's education. Parents are kept well-informed through weekly updates from teachers, school newsletters, and individual parent conferences. Parents are encouraged to participate in our parenting program, PTO and School Improvement Council. Please come join us and be a part of our improvement process. Together We Can and Will Make a Difference for our children. We are truly a child-centered school!

Sharon Griggs, Principal

Brenda Lisbon, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	12	25	20
Percent satisfied with learning environment	100.0%	76.0%	75.0%
Percent satisfied with social and physical environment	100.0%	64.0%	70.0%
Percent satisfied with school-home relations	58.3%	80.0%	68.4%

*Only students at the highest elementary school grade level at this school and their parents were included.